Form 6: Course Outline

Course Title: **Emotional Healing Within a Safe Online Community**
        (Young Adult Prerequisite Mini-Course at The Home School)

Overall Objective of Mini-Course: With facilitation by the teacher, students will create a safe online community that they can access to support their emotional healing for as long as it works for the students.

Module Number and Name	Objectives
Module 1: **What is Online Safety?**	**1** After reading *Edutopia's* article on Netiquette (online etiquette) called "Beyond Emily: Post-ing Etiquette" (http://www.edutopia.org/ netiquette-guidelines), students will practice netiquette by posting one-page introductions of themselves to The Home School's protected online discussion forum, demonstrating in their writing their understanding of the basics of internet etiquette.
	2 In these first introductions, students will illustrate how netiquette works by writing positive, supportive posts to each other about their lives, what brings them to The Home School, and what healing modalities they are employing, writing about one page and using correct grammar and spelling. They will also respond to everyone else's posts using the same guidelines.
	3 After filling in their profiles, students will share their identifying information with each other by posting them on the discussion board, taking care to only offer information they feel comfortable sharing with the group.
	4 After reading the introduction to Donald Clark's website on the Affective Domain of Bloom's taxonomy (http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the first level, *Receiving Phenomena*, students will write a one-page self-assessment about how they Receive Phenomena, using correct grammar and spelling and post it to the dropbox.
	5 Based on their readings, posts, and responses, students will participate in a synchronous online discussion with the teacher by posting their reflections on online safety, taking care to use netiquette.
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Form adapted from Smith, R. M. *Conquering the Content.* San Francisco: Jossey-Bass, 2008.

Module Number and Name	Objectives
Module2: <u>What is social safety?</u>	**1** Digging into their experience, students will post their ideas on what social safety is, describing three situations where they have felt socially safe and one situation where they have felt socially unsafe, writing at least one page with correct spelling and grammar.
	2) After viewing at least 12 minutes of Edutopia's collection of films on social and emotional learning, Five Keys to Successful Social and Emotional Learning (at <u>http://www.edutopia.org/keys-social-emotional-learning-video?spMailingID=6150212&spUserID=MjcyNjEyOTk2NTES1&spJobID=73614048&spReportId=NzM2MTQwNDgS1</u>), students will describe their understanding of social and emotional learning on a one-page file and then post it to the dropbox.
	3 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (<u>http://www.nwlink.com/</u> ~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the second level, *Responds to Phenomena*, students will post their one-page reflections on the discussion board, responding substantively to everyone else's posts as well.
	4 In these reflections, students will describe experiences they've had on the discussion board in the past week where they felt safe, or not, and make suggestions for what constitutes social safety for them now, based on their readings and viewing.
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Module Number and Name	Objectives
Module3: <u>What is Emotional Safety?</u>	**1** After reading Edutopia's article on emotional safety, "To Enable Learning, Put Emotional Safety First" (<u>http://www.edutopia.org/neuroscience-brain-based-learning-emotional-safety</u>), students will post a one-page reflection on the discussion board about what constitutes emotional safety for them, writing three examples of times they have felt emotionally safe, and one time when they didn't, responding at least once to everyone else's posts substantively and using correct spelling and grammar.

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	2 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/ ~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the third level of *Valuing*, students will write a one-page self-reflection about their perception of Valuing and post it to the dropbox.
	3 At the end of the week, the students and teacher will hold a synchronous online discussion about what emotional safety means to them and whether they feel emotionally safe or not, both in their home programs and online at The Home School. Every student will base their posts on the module's writings, their reflections on Valuing, and their experiences, both past and present, responding substantively to every other student during this discussion.
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Module Number and Name	**Objective**
Module 4: <u>What is Healing?</u>	**1** After watching Richard J. Davidson's and Edutopia's 20-minute film on the heart-brain connection (http://www.edutopia.org/richard-davidson-sel-brain-video), students will past a page of reflection about how the brain and the heart work together within the context of their healing journey, using correct spelling and grammar and responding substantively to each other's posts!
	2 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/ ~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the fourth level of *Organization*, students will write a one-page reflection on Organization and how they relate to it within the context of the Affective Domain.
	3 After reading Judy Willis' Edutopia article called *The Neuroscience Behind Stress and Learning* (http://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis), students will participate in a synchronous online discussion with the teacher addressing the science behind the joy of learning, whether indeed learning is joyful for them, Organization, and how it all affects their experience of healing – or not!

Form adapted from Smith, R. M. *Conquering the Content*. San Francisco: Jossey-Bass, 2008.

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Module Number and Name	**Objectives**
Module 5: <u>Feeling and Healing: What is Fun?</u>	**1** After playing at least an hour of computer games found at Wondermind (http://www2.tate.org.uk/wondermind/) or on another site with educational computer games the student is familiar with, students will post a one-page reflection exploring what works for them – or doesn't - in learning through computer games, using netiquette and responding to everyone else's posts substantively, with correct grammar and spelling.
	2 After reading Donald Clark's website on Bloom's Taxonomy, the Affective Domain (http://www.nwlink.com/ ~donclark/hrd/Bloom/affective_domain.html), paying particular attention to the fifth level of *Internalizes Values,* students will write a one-page reflection on how they Internalize Values and post it to the dropbox.
	3 At the end of the module, students and teacher will hold a synchronous discussion online about what is fun for them and what role do their feelings play in learning and in healing, if any. They will also address how they feel about discussing these issues and others in their online community and whether or not they feel safe, emotionally and socially, within this collaborative community they've been creating together. Do they feel as if they have a community? Is it working for them? How does the fact that it's online affect them? Do they experience this online community as a help in their healing process? Students will follow the usual guidelines of writing at least a page, with netiquette and correct spelling and grammar. They will also be establishing their online community for future classes and discussing the viability of continuing it after classes at The Home School.
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Module Number	**Objective**

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Module Number and Name	Objective
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